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ABSTRACT

Developed by a a working group of the International Federation of Library Associations and Institutions (IFLA) Section of School Libraries, these guidelines present succinct and precise statements on the duties and functions of school librarians, their educational and training needs, and details of how the preparation of school librarians differs from the education of other librarians. The guidelines include three basic components: a schematic presentation of the essential competencies involved in the three factors that comprise the functions of school librarians--librarianship, management, and education--and the interrelationship of these factors; details of the functions of school librarians defined in the context of the school as well as the competencies and knowledge needed to carry out each function efficiently; and a checklist of competencies to be used for a quick evaluation of existing programs or as an initial framework for designing a new program. A bibliography of approximately 30 references is included to facilitate access to additional information on these issues. Appendices include two major international statements on school libraries, one from the United Nations Educational, Scientific and Cultural Organization (Unesco) and the other from the World Confederation of the Teaching Profession Assemblies (WCOTP) and the International Association of School Librarianship (IASL). (THC)

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International Federation of Library Associations and Institutions

IFLA Professional Reports, No. 9

GUIDELINES

FOR THE EDUCATION AND TRAINING

OF SCHOOL LIBRARIANS

Compiled and edited

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INTRODUCTION

These Guidelines are the result of the work of an international group of people over more than a three-year period. In 1982 the Standing Committee of the IFLA Section of School Libraries formed a Working Group to consider the education and training of school librarians. The basic reason for forming this group was the recurring problem of definitions and the lack of internationally accepted norms on the nature of school librarianship. The role of school librarians needed analysis as well as what they needed to know to be able to function efficiently and contribute to the teaching/learning processes in the school.

The Working Group comprised 13 members including a member from the International Association of School Librarianship, the Chairman of the IFLA Section of School Libraries, a representative from the IFLA Section on Library Schools and other Training Aspects, and the IFLA Section of Children's Libraries. The Working Group also cooperated with the Division of Education and Research. (A full list of names on p.36).

We present here some succint and precise statements on the duties and functions of school librarians, their educational and training needs, and details of how the preparation of school librarians differs from all other professions. We have chosen to outline competencies rather than list elements of courses. The reason for this being that the development of educational programmes for school librarians may be established through a variety of agencies which can adapt these suggestions to local situations.

In each country there are specific needs to be met, there are facilities which can be used, and in each case it is necessary

to initiate or adapt the educational programmes through identification of these needs and demands, still keeping in mind all the necessary components that make up a balanced preparation for school librarians.

Use of terminology

In this document we have chosen to use the term "school library" for this institution which has been given other names such as "school library media center", "school library resource center", etc. Also we use mostly the plural term "school librarians " to avoid references to the school librarian as he or she.

Terms of reference

The IFLA Section of School Libraries provided the Working Group with the following terms of reference to guide its activities:

1. To work in co-operation with the IFLA Section on Library Schools and Other Training Aspects, school library educators, school librarians and teacher librarians to investigate the education and training of school librarians with an international perspective.

2. To identify the activities and responsibilities required for various levels and types of school library provision, and the skills and knowledge necessary to carry them out.

3. To review existing schemes for the education and training of school librarians, identifying those which provide valuable experience and ideas for development.

4. To draw up recommendations for study programmes for school librarianship.

In 1982 the work was initiated. The Working Group members produced 8 "state-of-the-art" reviews, drawing attention to special conditions in their own region. These reviews covered parts of Europe, North-, South-, and Central America, Africa and Australia. A collection of over 200 documents on school librarianship was made, including course syllabuses from various school library educational programmes. From this material a list of core competencies was compiled, summarized and categorized to form the basis of our recommendations.

The Working Group has met a few times but never as a whole and some of our members have not been able to attend any of our meetings. Other people have contributed to our work and during our meetings at IFLA Conferences contributions were received from many collegues who share our concern about the standards of school library education.

HOW TO USE THESE GUIDELINES

There are several ways of using these Guidelines, but their main purpose is to analyse the role of the school librarians and through that draw attention to competencies and knowledge needed to perform this role. The Guidelines offer three basic components. Firstly there is a schematic presentation of the essential competencies outlining the three main factors which compose the functions of the school librarians, librarianship, management and education, and at the same time the scheme is to remind of the interrelation between each of these factors. Secondly there is an effort made to detail each of the functions of the school librarian and define as specifically as possible how we see them in the context of the school as well as the competencies and knowledge needed to carry out each of these functions efficiently. Thirdly there is the Checklist of competencies which is included for a quick evaluation of existing programmes or as a initial framework for a new one.

A bibliography of around 30 references is included to facilitate access to further information on these issues. Finally the Appendix contains two major international statements on school libraries, one from Unesco and the other from WCOTP and IASL. Both are helpful for outlining policy statements on general roles and purposes of school libraries and school librarians.

Developing new educational programmes for school librarians

Educators developing a new programme for school librarians need to assess the actual needs for school librarians within a given school system, region or country and construct the school library programme accordingly. In most instances school library programmes can be developed or constructed paralel to or within

some other training institution, such as teachers' training institutions, universities or schools of librarianship. Those developing new programmes should therefore contact both teachers' training institutions as well as library schools to make sure that the programme will fit as well as possible existing needs, and make use of available facilities and resources.

Those countries/regions/school library systems which are in the process of developing new programmes for their prospective school librarians will find in these Guidelines a comprehensive description of all the abilities which a school librarian will need to possess. The competencies outlined under each section can be used as a basis to build on a line of courses where each course could cover a variety of aspects. By going through them one can find a statement of all the areas of knowledge considered to be essential for effective operations of school libraries, independent of where they are situated.

It should also be added here that it is imperative for all educational programmes of this type that their future be secured and a guarantee made that they can continue for several years to provide a logical, comprehensive preparation of the personnel of the school library system, preparation which can be developed and upgraded gradually and systematically.

Reviewing and evaluating existing educational programmes

Each educational programme should be evaluated periodically, in order to improve the preparation of the people who are facing an everchanging and challenging job in the school. This revision can be assisted through these Guidelines where the present programme can be compared with the competency requirements as a whole to find weeknesses or to change

emphasis. For this revision it is necessary that school library training institutions keep contact with their graduates to gain feedback on strengths and weeknesses of the existing programme.

The school library educational programme needs to include all of the aspects listed in the Guidelines, but it depends on the situation in each country how deeply they need to study each factor. Therefore no prescription has been made as to the length or depth of each course.

Use of Checklist

The Checklist on page 34-35 is intended as a quick guide to evaluation of existing programmes. Through this list, educators can evaluate their programmes on three levels, to find out how it measues up to needs and expectations. For those who are developing new programmes the checklist could be used as an initial frame to identify which areas are to be emphasized at the beginning of the programme and make out a developmental plan, identifying the areas which need to be added to at a later stage, and the level of study which is needed in view of the present situation.

SCHOOL LIBRARIES IN INFORMATION SOCIETY

School libraries exist in most countries and regions of the world but are at different stages and development. The history of school libraries can be traced back to the time when books and other written sources were used to supplement the teacher in the distribution of knowledge. The integration of the school library and its sources into the curriculum is however much more recent and has developed out of two main factors, i.e. the rapid increase in the availability of information sources, and changing educational methodology.

The change in educational methodology places at the center the uniqueness of the individual and the obligations of the educational system to meet the individual`s needs. A school library programme becomes essential when such philosophy is used as a guiding principle for the educational activities, since only through a library with a rich variety of sources can the curriculum be enriched and extended to meet those individual needs.

The so-called "information explosion" is a phenomenon which has also influenced the goals and purposes of education. In an information saturated world each individual needs and uses a wealth of information. The school is expected to prepare students for their roles in society, and consequently in a world where information is becoming one of the most important commodities, the school must prepare students with information handling skills to facilitate their current and future use of information.

The school library plays an essential part in helping students to develop the concepts of information retrieval and assisting them to acquire the skills for handling and managing

information sources.

The school library is a storehouse of information within the school, organized in ways similar to other institutions which hold the same purpose. The school library therefore acts as a bridge between school and society, bringing increased knowledge into the school in order to provide challenges to the inquiring mind of young people. **The main purpose of the school library is to provide and exploit organized information to help broaden the knowledge base of each individual student, and to prepare students with information handling skills to help them seek and use information in their future life.**

THE SCHOOL LIBRARIAN

The preparation of the staff that is needed to organize, lead and serve in an institution which has such important roles in the educational context, inevitably needs much attention. The Unesco Manifesto on School Libraries (see full text on pp. 41-42) states that there should be "staff with professional qualification in education and librarianship, assisted by sufficient support staff." The Guidelines for Planning and Organization of School Library Media Centers (pp. 9-15). suggest four types of personnel in school libraries i.e. professional, technical, clerical and volunteer. Specific educational qualifications for each type of personnel are not outlined. It should also be kept in mind that only in the best developed school library systems does such a division of labour exist and most frequently it is one or two people who are responsible for all the operations of the school library.

Several occupational studies have attempted to identify the roles and functions of the librarian in the school context. Through those one may deduct that the role of the school librarian varies according to the educational objectives of the schools, teaching methodology, the national legal framework, financial situation, etc.

In spite of existing variations it is possible to identify three basic components essential for the development and operation of effective school library programmes i.e. librarianship, management and education.

> Librarianship is essential for the selection, organization and utilization of recorded information;

Management involves the responsibility for the administration and organization of the school library and its personnel;

Education signifies the interface with the teachers in their instructional roles in the classroom.

At this point in time when we are rapidly entering the information society it is very important that the librarians within the school are recognized as information specialists who have an increasingly and constantly more important role to play within the educational system. They must be recognized as specialists in the two main roles of the school library; i.e. **the provision and organization of information for the purpose of increasing the knowledge of each individual student,** and **the integration of information handling skills into the curriculum.** They also need to possess sufficient management skills to operate the school library smoothly and successfully for the fulfilment of these roles.

In the following chapters each of these three components has been divided into many competencies in order to facilitate the creation of courses and educational programmes to prepare people for the operation and services of the school library.

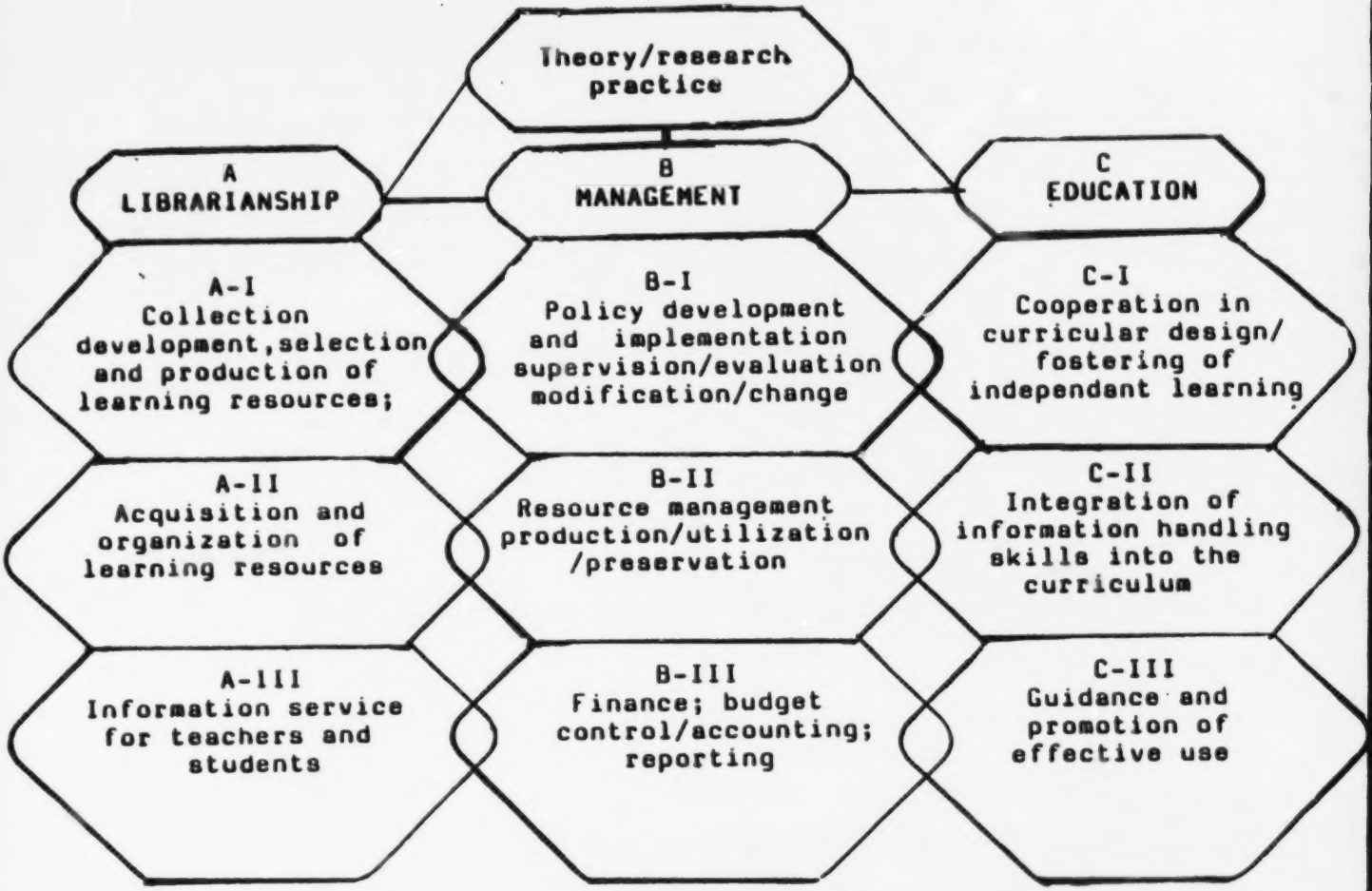
AN OUTLINE OF ESSENTIAL COMPETENCIES

The role of the school librarians must be considered as a unified and holistic one. However, in order to facilitate the analysis of the educational requirements recommended for this type of professional, three main factors are defined which make up this unity. This approach also makes it possible to identify the competencies which are unique to these professionals and which separate them from other professionals. It should, however, be stressed that these factors are all interrelated and should not be considered totally independent of each other. As an example, the knowledge needed for book selection is also needed for promotion of the library and reading guidance. These activities require comprehensive knowledge of children`s literature, bibliographic control of children`s books and knowledge of reading levels and interests of children at certain age levels.

School librarianship can be considered as one branch of librarianship with a strong allignment to the teaching profession, and in the creation of educational programmes for school librarians it seems both appropriate and practical to utilize available courses offered to other librarians and/or teachers to the fullest extent possible.

The school library is one of the cornerstones in each national library network and school librarians must be aware of their responsibilities as information mediators and teachers of information handling skills.

SCHEMATIC PRESENTATION OF ESSENTIAL COMPETENCIES


Theory/research practice
A LIBRARIANSHIP
B MANAGEMENT
C EDUCATION
A-I Collection development, selection and production of learning resources;
B-I Policy development and implementation supervision/evaluation modification/change
C-I Cooperation in curricular design/ fostering of independent learning
A-II Acquisition and organization of learning resources
B-II Resource management production/utilization /preservation
C-II Integration of information handling skills into the curriculum
A-III Information service for teachers and students
B-III Finance; budget control/accounting; reporting
C-III Guidance and promotion of effective use

EXPLANATIONS OF THE SCHEME

Theory - research

In the scheme on page 14, we place research and theory at the top to remind us that we expect school librarians to have a considerable theoretical background. They are not to be trained only on the job - they must have the capacity to collect data and have some basic understanding of research methodology in order to be able to evaluate their work and the operations of the school library.

All three general components - **librarianship, management** and **education** - should be taught from a theoretical point of view but at the same time it must be ensured that the future school librarians be provided with proper in-service training prior to assuming the role of administering a school library.

Practice

In-service training or practice for school librarians is of great importance and should be considered one of the vital elements of the educational programme, provided that the practice is done under the supervision of a successful practicing school librarian and the work done is up-to-date, interesting and challenging. Many skills are hard to teach theoretically alone and a variety of solutions have been developed cooperatively in each school which can only be demonstrated in situ.

Through the internship the school library student should gain some experience in teaching information skills to students, and team teaching with other teachers should also be included as an

essential part of the training programme.

The main objectives of the internship are:

a) to help integrating theory into practice by participation in real school library work, where the school library student can watch the experienced librarian practice professional attitudes and skills;

b) to gain self-confidence and develop skills in the operations which the student is to undertake shortly;

c) to face the problems of actual day to day experiences and discuss possible solutions with an experienced school librarian.

A: LIBRARIANSHIP

Many of the competencies listed under this heading are fundamental to all library activities, although the perspective and application will vary from one type of library to another.

A-I Collection development:

The school librarians should be able to build up a collection that is relevant to the clientele of the school library - the children, the teachers and other staff members, and preferably also the parents. The librarians must be able to evaluate and judge the appropriateness of available material, including gifts. They need to be aware of special problems involving evaluation and selection of books which are not written for children but because they are the only books in the student`s mother tongue might be worth acquiring. They should also know how to enrich the collection by making up resource-packages of non-traditional materials such as brochures, clippings, pictures and photocopies to supplement the teaching material available.

COMPETENCIES:

Collection development includes the following competencies:

a. -the ability to apply basic principles of evaluating resources for the purpose of developing a collection which will support the educational programme of the school;
b.- the ability to cooperate with teachers in the selection and evaluation of learning resources;
c.- the ability to draw criteria for gifts offered to the school and evaluate their appropriateness;
d.- the ability to design, plan and produce specific information sources for instructional purposes where appropriate sources are not available.

KNOWLEDGE:

Selection of learning resources for a school library requires a sound knowledge of literature and media for children and young people, fiction and non-fiction; knowledge of bibliographic control and sources of information for selection; knowledge of the principle and practice of collection development; and thorough knowledge of the school's curriculum. In areas where publishing is insufficient in the students' mother tongue, school librarians must be made aware of their responsibility in using what exists in the local communities and adapting it to their needs, e.g to use pamphlets and clippings to supplement national or local publications and using local people to provide students with information, e.g. on the immediate community, to supplement and compliment what is available in written form.

Collection development also requires initiative, imagination and ingenuity as well as technical skills to produce materials to meet specific needs.

A-II. Acquisition and organization

Acquisition and organization of learning resources is the prerequisite for the systematic operation of a school library as an information storehouse. Without proper organization the learning resources are rendered useless as tools for practicing information skills and for easy access to sources which can broaden the knowledge base of the students.

The extent to which the acquisition and organization competencies are necessary depends on the supportive services the school library has available, but school librarians should in any case be able to develop systems for processing material, and should have knowledge of classification and cataloguing.

In many parts of the world where there are no indexes to journals, newspapers or to parts of books, the school librarians will need to aquire the techniques of indexing in order to make full use of all available material. School librarians must also have some skills in developing thesauri for their own purposes.

COMPETENCIES:

The main competencies for acquisition and organization are:

a.-the ability to develop procedures for ordering, receiving and processing the learning resources;
b.-the ability to utilize classification principles and organize the material according to standard classification schemes;
c.-the ability to prepare and maintain a catalogue of the collection according to appropriate standard cataloguing principles;
d.-the ability to index the available material and make the information sources in the collection fully available for subject searching;
e.-the ability to utilize automation in the control and access of information in the library.

KNOWLEDGE:

The acquisition and organization of learning resources require knowledge of procedures for acquisition, knowledge of classification theory and use of classification schemes; knowledge of cataloguing principles and procedures; knowledge of indexing theory and application for detailed subject analysis of the collection; and knowledge of microcomputer applications to these processes.

A-III. Information services

Development of information services in the school context includes all activities which school librarians engage in to facilitate and encourage the use of the learning resources.

Information services are common to all libraries, but some aspects are particular to the school library, such as individual reading guidance, involvement in curriculum design, and compilation of bibliographies and pathfinders to fit certain teaching units (also closely connected with the indexing practice). School librarians should also be able to design methods for developing information skills among students.

COMPETENCIES:

The competencies listed under this heading are closely related to those listed in Section C:Education, since information services include both the development and organization of services as well as the interface with the teachers in their teaching roles. These activities include the following competencies:

a.-the ability to study and assess the information needs and interests of teachers and students;
b.-the ability to design appropriate information services for all members of the school community;
c.-the ability to develop guides to sources and bibliographies that assist teachers and students in their search for appropriate information;
d.-the ability to develop an efficient system for circulation and reserving of needed learning resources and equipment;

e.-the ability to relate the school library and its resources to library-, information- and communication networks that enable resource sharing and access to a range of information outside the school;

f.-the ability to establish procedures for and encouragement in the use of interlibrary loan;

g.-the ability to apply advanced technology in the storage, handling, search, retrieval and use of information.

KNOWLEDGE:

The knowledge essential for these activities include substantial general knowledge; knowledge of information seeking and needs; knowledge of curriculum design and content; bibliographic knowledge and skills; and substantial knowledge of information- and library networks and the role of the school library in those systems or networks.

For these functions the school librarian must utilize effective interpersonal communication skills. In working with teachers, students, administrators, parents and eventually the whole community the school librarian must show willingness to cooperate with others towards the achievement of common educational goals.

B: MANAGEMENT

The school librarians as managers must demonstrate leadership and encourage professional development among library staff. They must attend professional meetings, keep affilations with professional organizations and make an effort to disseminate information through professional journals, in order to share professional competence and capabilties within their chosen field.

School library management should incorporate ethical, legal, professional, economic and political issues of information policy. Management instruction should also be adapted to the local, cultural and institutional setting of a given country or region, the educational system of the country or region, and the requirements of the parent institution.

Management topics should be considered a first important step toward making the community aware of the role that all information specialists, including school librarians, play in preserving and providing access to the country`s information resources and intellectual heritage.

B-I. Policy development and implementation

School librarians must have the capability to demonstrate to the administrators of the school that short and long term goals exist for the systematic operations of the school library, and remind them through written statements that there are defined goals to be reached, goals which are stated in specific terms, are sensible and achievable.

The school librarians must obtain feedback from all users of the school library to secure a constant evaluation process, and in order that modifications and changes can be made as needs arise.

Public relations involving people outside the school, parents as well as politicians will support the school library programme and draw attention to its importance in the school context, and for the community as a whole.

COMPETENCIES:

Policy development includes the following competencies:

a.-the ability to establish long-term and short-term goals for the development of the library;
b.-the ability to design and plan strategies to reach these goals;
c.-the ability to outline school library policy, and design a programme to implement this policy;
d.-the ability and willingness to invite and accept suggestions which could lead to modification and change of the school library programme;
e.-the ability to evaluate the programme in the light of stated goals and adapt and revise as necessary.
f.-the ability to encourage community involvement in the activities of the school library and in particular to establish contacts with resource persons who can support the school library programme.

KNOWLEDGE:

Policy development requires a sound knowledge of school library operations and library operations in general, as well as

knowledge of the operation of the parent institution. School library management would consequently need to draw from both educational management and library management in general. School librarians need to receive instruction and practice in how to write policy statements - a statement of what is the role of the library, and how it is benefitting the school. As a manager the school librarian must have a knowledge of school legislation and all laws and regulations guiding the school's activities in general, as well as of special legislation affecting school library operations such as copyright and intellectual freedom laws.

B-II. Resource management

School librarians must be able to plan,organize, staff, direct and evaluate the library in order to obtain the greatest benefits to the school community as a whole.

COMPETENCIES:

Resource management includes the following components:

a.-the ability to organize and develop collections, facilities and services to achieve objectives;
b.-the ability to supervise and plan for the effective management of school library personnel, both professional and support staff;
c.-the ability to plan for efficient use of space;
d.-the ability to facilitate and secure appropriate preservation and care of learning resources and equipment;
e.-the ability to develop appropriate services for teachers and students according to goals and objectives;

KNOWLEDGE:

Resource management courses should help school librarians to see the school as a whole, emphasizing the library's role, and help them make sure that all aspects of the operation are well organized and developed. Also that all the resources, - the personnel, the space, the equipment and the material -are effectively deployed and maximum use made of available sources and resources.

B-III. Finance and budget control

Budget making is another aspect of management for which the school librarians need skills. The school librarians should have the capability to participate in the budget making. They must be informed about the processes of securing budgets and be familiar with the school's decision-making process.

COMPETENCIES:

Finance and budget control requires the following competencies:

a.-the ability to plan strategies for securing financial support for the school library;
b.-the ability to develop a budget to support and reflect the instructional programme and manage the financial affairs;
c.-the ability to prepare reports on the school library programme where services and activities are positively described.

KNOWLEDGE:

School librarians should know how to make a budget and should be aware of the cost of different operations in the school. It is a good exercise for them estimate how much each of the library tasks costs, to have an overview of how the budget is spent and to make an annual report on it. School librarians should be encouraged to have a plan of what could be done in the case of a budget increase, and be able to demonstrate that they are effective managers. The school librarian must have basic knowledge of book-keeping and accounting, and overall school finance. Where grants are a potential financial source for the school library, the librarian should be aware of those and other potential funds and be able to develop the necessary means to secure these funds. School librarians should receive instruction on how to write reports on the activities of the school library, and how to formulate these reports to advance the image of the library.

C: EDUCATION

The teaching abilities that school librarians need to demonstrate have not been defined here in specific terms. In the past, assumptions have been made that a basic teaching qualification and experience as a classroom teacher provides the necessary background for a school librarian. Such experience, however, does not necessarily guarantee success as a school librarian. Effective school librarians have come from those with a background and experience in either librarianship or teaching, and those whose first choice, training and experience, has been in school librarianship.

School librarians and teachers alike need to have teaching skills. The school librarian will use them, however, as a teaching partner in the context of the school library,which differs significantly from the classroom. It is a learning environment that is resource-based and that encourages interaction between a variety of people and resources for specific planned purposes. The librarian may work concurrently with students and teachers, in a variety of curriculum areas on different levels as well as in several learning spaces within the library. Like classroom teachers, school librarians need to have the ability to manage a learning environment in order to implement teaching and learning activities effectively.

The area where the school library programme differs from other library programmes is what has been called the `interface` with the school. Two elements are of most importance: reading guidance and the promotion of use, and the integration of information skills into the school curriculum in co-operation with the teachers. These involve the librarian in relating appropriate information sources to particular teaching areas

and advising teachers on appropriate media for use in their teaching. It also involves the librarian in the motivation and stimulation of the use of resources both in learning and teaching.

C-I. Cooperation in curricular design

School librarians must participate in general curriculum development, and systematically help teachers integrate the library and its resources into the curriculum. Only through effective participation in all curricular planning can the library become the logical part of the school's activities which it is intended for.

This area relates directly to the role of the school librarian as a partner in the school's general educational programme. The school librarian's work with students is through classroom teachers and is rather more with individuals and small groups than whole classes. The librarians main preoccupation lies not so much in teaching individual subjects but rather in assisting teachers in educating students about how to study and handle information on those subjects.

COMPETENCIES:

The competencies outlined under the heading of cooperative programme planning and integration include the following:

a.-the ability to participate as a member of an educational team in the design, implementation and evaluation of the curriculum;
b.-the ability to support and coordinate activites to foster independent learning;

c.-the ability to relate the school library programme to curriculum enrichment;

d.-the ability to participate as a teaching partner in the accomplishment of identified learning objectives through knowledge and appropriate teaching/learning strategies;

e.-the ability to apply principles of learning theory when recommending alternative teaching/learning strategies.

KNOWLEDGE:

The knowledge and skills essential for the school librarian to carry out effectively the role of a partner in curricular design cover psychology of learning including familiarity with different learning styles; developmental psychology covering the years of compulsory education, and knowledge of general curricular development and design. The school librarians should have familiarity with terminology and educational concepts to facilitate communicating with the classroom teachers.

C-II. Integration of information handling skills into the curriculum

The increased use of information technology and the information based nature of society has highlighted the importance of understanding and mastery of information handling skills by all teachers and students. School librarians therefore need to convey the idea, that what they are teaching is embedded in this changing emphasis in the curriculum and that why this is included in the curriculum is that information retrieval, processing and use are central to the development of knowledge and understanding. School librarians thus need to be conscious

of their responsibilities in working with teachers across the curriculum to define and teach information skills.

They must be capable of of developing information skills that are suitable to different levels of education and provide ideas of how these skills can be integrated into the teaching. Information skills are much more effective if they are embedded and incorporated in the actual subject teaching so that a part of the subject coverage involves teaching the students how to find information. The school librarian consequently must work closely with all teachers in order that this integration can be effective and beneficial to students in all areas of knowledge.

COMPETENCIES:

This area includes such abilities as:

a.-the ability to analyse information seeking behavior and interests of students and teachers and relate those needs and interests to appropriate information sources;

b.-the ability to coordinate the integration of a continuum of information handling skills within the school curriculum;

c.-the ability to assist students and teachers in the effective use of a variety of learning resources, both materials and equipment e.g. through systematic instruction in information skills;

d.-the ability to plan and design in cooperation with teachers and students, information based activities and assignments that are supportive of the school's educational programme.

KNOWLEDGE:

The knowledge areas are similar as for the curricular programme planning and the information services. In addition the school librarians must have knowledge of curricular design for information handling skills, and extensive knowledge of potential information sources available within each subject area. They must demonstrate teaching skills in helping students learn how to use information sources and should be able to cooperate with teachers in developing activities that enrich the curriculum, serving as teaching partners with the ability to teach the students information handling skills that can be integrated with any subject coverage.

For these functions it would be very helpful for them to have knowledge of educational technology, especially the use of microcomputers in teaching.

C-III. Guidance and promotion of effective use

The school librarian must be able to offer a flexible school library programme, recognizing individual differences in interests and learning styles. The recreational and cultural role of the school library needs to be emphasized along with the informational and educational roles. The school library serves as a bridge between school and society and consequently it must offer sources of information and creativity which reflect the society in which it functions. The school library must hold material and offer services which lead young people to enjoyment of cultural activities and meaningful use of leizure time through books and other sources.

COMPETENCIES:

Guidance and promotion of effective use include factors such as:

a.-the ability to guide students in reading, listening and viewing and help them to develop their attitudes and appreciations;
b.-the ability to encourage the participation of students and teachers in the school library programme;
c.-the ability to relate particular learning resources, such as literature for children and young adults, to aspects of the school curriculum;
d.-the ability to help students develop attitudes, appreciations and skills that motivate, stimulate and improve their selection of learning resources;
e.-the ability to advise teachers of appropriate materials/resources for particular instructional purposes;
f.-the ability to encourage use of other libraries and cultural institutions in society.

KNOWLEDGE:

School librarians must be able to design and provide activities that are relevant to students` aspirations, needs, interests, individual learning styles and stages of development. They need bibliographic knowledge, knowledge of children`s literature and other sources for children and familiarity with cultural activities offered to young people outside the school. They must keep up with the socalled youth culture and be able to communicate with the youngsters and show interest in their world. The school librarian needs strength in communication skills in order to be able to work with a variety people, - adults as well as children. The basis for guidance and promotion is confidence in the excellence of the school library.

CONCLUSIONS

The educational programmes for school librarians will inevitably vary from one part of the world to another, but it must never be on a lower educational level than the equivalent teachers' training. If the teachers' training is on a post-graduate level, then so too should be the educational programme for the school librarians. School librarians which have been professionally trained and have the competence which is outlined here previously do have a very important role in the school since they are responsible for keeping up with all the educational activities in the school, working with all teachers and students, serving as teaching partners, managers and organizers in a complex institution. They should therefore be looked upon as specialists within the school and their education and status should be rated accordingly.

These Guidelines support the view that school librarianship should be recognized as a profession which requires specially defined education and skills. It should again be stressed that the role of the school librarian is a holistic one. These Guidelines could be looked at as an attempt to pull apart the threads of one rope to look at each thread individually recognizing that the stronger each thread is the stronger the rope will be as a whole.

CHECKLIST OF COMPETENCIES

	Basic level 1	Interm. level 2	High level 3
A. LIBRARIANSHIP			
A-I. Collection development			
a.-EVALUATION OF RESOURCES			
b.-SELECTION			
c.-CRITERIA FOR GIFTS			
d.-DESIGN, PRODUCTION			
A-II. Acquisition and organization			
a.-ORDERING, RECEIVING, PROCESSING			
b.-CLASSIFICATION			
c.-CATALOGUING			
d.-INDEXING			
e.-AUTOMATION			
A-III. Information services			
a.-ASSESSMENT OF INFORMATION NEEDS			
b.-INFORMATION SERVICES			
c.-GUIDES, BIBLIOGRAPHIES			
d.-CIRCULATION, RESERVATIONS			
e.-RESOURCE SHARING			
f.-INTERLIBRARY LOAN			
g.-USE OF ADVANCED TECHNOLOGY			
B. MANAGEMENT			
B-I. Policy development - implementation			
a.-ESTABLISH GOALS			
b.-DESIGN STRATEGIES			
c.-POLICIES AND PROGRAMMES			
d.-MODIFICATION, CHANGE			
e.-EVALUATION			
f.-COMMUNITY INVOLVEMENT			
B-II. Resource management			
a.-ORGANIZATION AND DEVELOPMENT			
b.-SUPERVISION AND MANAGEMENT			
c.-PLAN FOR EFFICIENT USE			
d.-PRESERVATION AND CARE			
e.-DEVELOPMENT OF SERVICES			
B-III. Finance and budget control			
a.-SECURE FINANCIAL SUPPORT			
b.-BUDGET CONTROL			
c.-REPORTING			

CHECKLIST OF COMPETENCIES

C.EDUCATION	Basic level 1	Interm. level 2	High level 3
C-I. Cooperation in curricular design			
a.-PARTICIPATION IN CURRICULUM	.	.	.
b.-FOSTERING INDEPENDENT LEARNING	.	.	.
c.-CURRICULUM ENRICHMENT	.	.	.
d.-TEACHING PARTNER	.	.	.
e.-APPLICATION OF LEARNING THEORY	.	.	.
C-II. Integration of resources and skills			
a.-INTEGRATION OF INFORMATION SKILLS	.	.	.
b.-ANALYSIS OF INFORMATION NEEDS	.	.	.
c.-ASSIST EFFECTIVE USAGE	.	.	.
d.-DESIGN ACTIVITIES	.	.	.
C-III.Guidance and promotion of use			
a.-GUIDANCE	.	.	.
b.-ENCOURAGE PARTICIPATION	.	.	.
c.-RELATE RESOURCES TO CURRICULUM	.	.	.
d.-MOTIVATION, STIMULATION	.	.	.
e.-ADVISING TEACHERS ON MATERIALS	.	.	.
f.-ENCOURAGE USE OF OTHER INSTITUTIONS	.	.	.

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APPENDIX

SCHOOL LIBRARY MEDIA SERVICE MANIFESTO

Unesco and School Library Media Service

The United Nations Educational, Scientific and Cultural Organization was founded to promote peace and welfare by working through the minds of men and women. This manifesto proclaims that school library media services are essential to effective education for all children and adolescents and that education is a vital agent for fostering peace and understanding between peoples and nations.

School Library Media Service

Effective school library media service is essential both to the achievement of the educational programme of the school and as a necessary component of total library service. A effective school library media service will:

give continuing support to the teaching and learning programme and provide impetus to educational change

ensure maximum access to the widest possible range of resources and services

equip students with the basic skills to obtain and use a wide range of resources and services

lead them towards a lifetime use of libraries for recreation, information and continuing education.

To achieve these objectives the school library media services will:

require staff with professional qualifications in education and librarianship, assisted by sufficient support staff

need an adequate collection of relevant print and audiovisual materials

require physical facilities to house resources, ensure access and facilitate services

Extent of Service

Resource services should provide:

a) a wide variety of print and audiovisual materials. These materials need to be evaluated, selected, acquired and organized for use in accordance with accepted procedures to facilitate access, to ensure use and to avoid unnecessary duplication of materials.

The printed word has been traditionally accepted as the medium for the recorded communication of knowledge, ideas, and information. Books, periodicals and newspapers continue to be most important resources in school libraries. Technology has created new forms of record, however, which have become an increasing part of the school library's stock. These forms include print in reduced form for compact storage and transport, films, slides, gramophone records, audio tape and video tape, tactile objects, media kits and realia.

b) materials which serve the special needs of gifted children and slow learners, as well as the special needs of children learning under various conditions.

c) facilities, equipment and materials for both individual and group use.

d) opportunities for personal enjoyment, recreation and stimulation of the imagination.

e) resources for encouraging research and the development of study skills.

f) materials for the professional growth of teachers and for the selection and production of resources to support curriculum development, implementation and evaluation.

Sharing resources

This manifesto recognizes that the involvement of the whole community in the planning of total library services is essential. Such involvement should accommodate all interested groups concerned. Its primary purpose is to meet the needs of school students and teachers, although the school library media centre must be seen as one element of the library network which may contribute to the total library service of the community within the terms of its resources.

JOINT POLICY STATEMENT ON SCHOOL LIBRARIES

Introduction

At the World Confederation of the Teaching Profession Assemblies in the late sixties, delegates interested in school libraries met to discuss their common concerns. These meetings led, first to the creation of an ad hoc committee of WCOTP, and then, in Jamaica in 1971, to the founding of the International Association of School Librarianship as an International Associate Member of WCOTP.

During 1980 and 1981 at the suggestion of John Thompson, the Association worked on the creation of a position paper on school libraries and resource centres. The draft paper was circulated to WCOTP member organizations for comment in August 1981. A revised draft was examined by the WCOTP Executive Committee in March 1982, and further comments were then offered to the IASL. In turn, IASL made additional changes.

The draft presented was therefore, the result of along process of discussion and exchange of viewpoints. The Executive Committee of WCOTP recommended its adoption as a statement of WCOTP policy at the 1984 Assembly of Delegates.

A STATEMENT ON SCHOOL LIBRARIES

Principle 7 of the UN Declaration of the Rights of the Child states: "the child is entitled to receive education which shall be free and compulsory at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgement and his sense of moral and social responsibility, and to become a useful member of society".1

The existence and utilization of the school library media centre is a vital part of the free and compulsory education to which the child is entitled. The school library media centre is essential to "the development of the human personality as well as the spiritual, moral, social, cultural and economic progress of the community".2

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1. Adopted unanimously by the General Assembly of the United Nations, November 20, 1959.

2. Guiding Principle of the UNESCO/ILO Recommendation re the Status of Teachers.

The purpose of the school library media centre is to aid in the fulfilment of the instructional goals and objectives of the school and to promote this through a planned program of acquisition and organization of information technology; and disseminationa of materials to expand the learning environment of all students.

The school library media centre provides a wide range of resources, both print and audio-visual, and access to data which promotes an awareness of the child's own cultural heritage, enhances his knowledge of people different from his own and provides the basis for an understanding of the diversity of other cultures.

Functions

The school library media centre functions as a vital instrument in the eudcational process, not as a separate entity isolated from the total school programme but totally involved in the teaching and learning process. Its goals could be expressed through the following functions:

1. Informational
   A centre for reliable information, rapid access, retrieval and transfer of information.

2. Educational
   Promotion of continuous lifelong education through provision of the facilities and atmosphere for learning; guidance in selection and use of materials, training in information skills and promotion of intellectual freedom.

3. Cultural
   To improve the quality of life through the presentation and support of the aesthetic experience, guidance in appreciation of arts, encouragement of creativity, and development of positive human relations.

4. Recreational
   To support and enhance a balanced and enriched life and encourage meaningful use of leisure time through provision of recreational information, materials and programmes of recreational value, and guidance in the use of leisure time.

Materials

"Appropriateness" implies:

a. an awareness of the total range of information and communication technology;

b. variety concerning many fields of knowledge and recreational activities;

c. material devised to serve children within the range of their cognitive, affective and psychomotor skills.

d. appeal to the student`s primary language;

e. utilization of the student`s primary language;

f. reflection of the cultural interests valued by the children`s families;

g. application to the economic environment.

Facilities

All schcol media centres from basic preschool through secondary level, need adequate space in which to exploit the technology available for preparation, processing and storage of all library materals, as well as space to enable students and teacher to utilize fuliy these materials through reading, viewing and listening skills. These plans should fit functionally into the general architectural design of the school, located near natural centres of traffic with easy accessibility to all users including the disabled and handicapped. Considerations might also be given to the use of the media centre outside normal school hours. There is a need for flexibility and scope for future expansion and rearrangement of space and use with adequate provision of electrical outlets to allow this. Attention must be given to lighting, acoustical treatment of floors and ceilings, control of temperature and humidity and furniture and shelving suitable to the age of the users.

Personnel

Establishment of the school library media centre requires that all persons who are affected by the use of it learn how it should be used effectively an efficiently. Administrators provide the leadership for such use. Preparation for these administrators, as for all teachers, should include information about the role of the school library media centre in the learning process and in the planning and implementation of the teaching activities. The administrator should be aware of the specialist librarianship skills which the school librarian needs in addition to his/her professiona training as a teacher, so that he/she can more effectively coordinate the role of the librarian in the school, including the preparation of budget and arranging the school schedule so that students can make greater use of library materials and facilites.

This greater understanding of the librarian`s role will enable the administrator to encourage teachers to work more closely with him in planning learning activities for the students; assisting the school librarian with the evaluation of the effectiveness of library media services and with plans for continually improving the materials, equipment and services

offered by the school library media centre so that it keeps pace with developments in information and communication technology.

The International Association of School Librarianship advocates that professional school library media specialists be qualified teachers who have, in addition, completed professional studies in librarianship. This type of preparation ensures that teachers receive assistance from professional personnel who have an understanding of the educational program and practices of the child's school. This assistance to teachers may concern: development of the curriculum, the educational activities offered by the school to the child, as well as daily and intermittant planning concerning the uses of material, information technology and equipment for the child's education.

Lifelong Education, Skills, Literacy Development

The skills learned by the student through the school library media centre provide the child with the means of adapting himself/herself to a wide variety of situations, enabling education to be continued throughout his/her life even in adverse conditions. The school library media centre promotes literacy through development and encouragement of the reading habit. The reading habit is encouraged by the school library media centre through the selection of appropriate and appealing reading materials, promotion of activities to attract students to use reading materials, encouragement of activities to help the child express recreational interests as well as to fulfill instructional assignments. Reading, viewing and listening activities all stimulate and reinforce the child's interest in the development of reading skills.

In addition, the student is provided with an insight into the full range of information and communication technology, as it is available to him or her; he/she is provided with instruction into the utilization of this technology so that he/she can locate and evaluate information to answer educational and recreational needs and interests, thus being able to construct visual, recorded and audio-visual messages as appropriate for purposes of communication. These skills promote lifelong leaning. Acquiring these skills enables the child to continue independent learning even where his or her education is interrupted by natural disasters and social unrest.

In lesser developed countries, education systems should be encouraged to extend the learning environment beyond textbook and teacher into the school media centre, rudimentary as it may be. This could well reduce the incidence of lapsed literates who swell the number of genuine illiterates, making government programmes to eradicate illiteracy expensive and prolonged.

Government and Public Support

The establishment of good school library media centre services

can demonstrate that public authorities are fulfilling their responsibilities to implement education which will enable children to become useful members of society.

The school library media centre provides materials as sources of information for parents and social agencies to use in serving the needs of children in the home, pre-school, school, and after-school environments. The informational and recreational needs of girls as well as boys in both rural and urban areas are served.

For societies and public authorities endeavouring to promote the education of the child, one of the measurable achievements which can be observed is the provision of the tools for education where there were none or the improvement in the quality of the tools provided where formerly these were inadequate. Where education shall be free and compulsory, the need of the child for educational tools is greatest. The society that invests in tools for the child invests in its own future.

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1. Books for the mentally handicapped. A guide to selection. Compiled by Margaret R. Marshall, Sancia Simonis-Rupert and Susanne Holst under the auspices of the Section of Children's Libraries and the Section of Library Services to Hospital Patients and Handicapped Readers.

2. Guidelines for libraries serving hospital patients and disabled people in the community. Compiled by a working group chaired by Jean M. Clarke under the auspices of the Section of Library Services to Hospital Patients and Handicapped Readers.

3. Poster sessions in library science: guidelines. By Dieter Schmidmaier under the auspices of the Section of Science and Technology Libraries.

4. The international guide to publishers and distributors of large print. By Bruce E. Massis under the auspices of the Section of Libraries for the Blind.

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8. Principles for the preservation and conservation of library materials. By J.M. Dureau and D.W.G. Clements under the auspices of the Section on Conservation.

9. Guidelines for the education and training of school librarians. Compiled and edited by Sigrún Klara Hannesdóttir under the auspices of the Section of School Libraries.